DOCUMENT RESUME

ED 281 636 PS 016 497

AUTHOR Lee, Irene K.; Phillips, Marjorie M.

TITLE Families on the Grow.
INSTITUTION Arkansas Univ., Fayetteville, Cooperative Extension Service.
SPONS AGENCY Department of Agriculture, Washington, D.C.
PUB DATE [85]
NOTE 67p.; Printed on colored paper.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Child Development; Correspondence Study; Eating Habits; *Family Life Education; Nutrition; *Parent Education; *Parenting Skills; *Parent Materials; Parent Responsibility; Postsecondary Education

ABSTRACT

This correspondence course was designed to help parents better understand their growing children and themselves as parents. The introduction briefly sketches the importance of the family in child development. Each of the five illustrated lessons contains 7 to 12 pages on one aspect of family life. Each lesson contains a set of objectives, a lesson, a summary of its main points, and a 1-3 page assignment. The first lesson encourages parents to look at themselves, their needs, values, and decision-making processes; discusses the responsibilities and emotional demands of parenthood; and lists characteristics of a good parent. Lesson II discusses the qualities of an enriched environment, the personal and financial responsibilities of parenthood, prenatal nutrition, and the importance of both parents' involvement in child care. Lesson III discusses the importance of helping children develop good eating habits and of providing good nutrition for the family, and points out the social and emotional learning which occurs at mealtime. Lesson IV focuses on the parents' role in the physical and emotional growth of children, and suggests ways to minimize children's eating problems during meals. Lastly, Lesson V discusses various aspects of the social environment of the home which influence the development of children. Also included are a questionnaire on various aspects of being a parent and an evaluation of the course. (BN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED281636

COOPERATIVE EXTENSION SERVICE
University of Arkansas Division of Agriculture,
United States Department of Agriculture, and
County Governments Cooperating

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Families On The Grow

Correspondence Course

INTRODUCTION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Irene K. Lee
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Our families are responsible for the immediate welfare of children. This responsibility includes preparing children for adulthood through:

- Offering physical protection
- Providing guidance, and
- Supplying the emotional needs for security, love, achievement, recognition, approval, and a sense of belonging.

The family helps children in many ways to learn how to live in an adult world. Children are taught in the family how to get along with people, they learn what independence and responsibility mean, and they learn what is expected of them as a contributing member of society. How we treat children during their childhood years affects their:

- Attitudes
- Ways of handling problems
- Ability to adjust to various life situations

PS 016497

BEST COPY AVAILABLE

It is in the family that we learn how to trust or mistrust, love or hate, understand or misunderstand, care or not care about people. A child is *what he is given*. If he is given love, affection, cuddling, and understanding, he *becomes* a trusting, loving, understanding person. If on the other hand, he is given mistreatment, neglect, and abuse, then he becomes an anxious, mistrusting person. People are human first and then they are children or adults. If humanness is not developed while growing to adulthood, then ability to become a caring person is limited. The capacity to respect the dignity of people develops in a home where parents grew up feeling loved, wanted, and valued. To be a caring adult and parent, it is first necessary to be a caring child.

This correspondence course will help you untangle many of the strands of daily living. You will develop an understanding of ways to achieve maturity in yourself as a basis of helping other people grow and achieve. A by-product of the course is that you will learn to understand yourself so that you can reach your highest goals.

We are delighted that you are part of this course. There is much to learn. Welcome aboard.

IKL:MMP:mcc

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, or sex, and is an Equal Employment Opportunity Employer

COOPERATIVE EXTENSION SERVICE
University of Arkansas Division of Agriculture, U. S. Department of Agriculture, and County Governments Cooperating

Families on the Grow

BEING A PARENT

Name _____

Date _____

Being an effective parent requires a mature person who can give and direct the growth of another human being. Ask yourself the following questions to see how you measure up to qualities of a warm, caring person. Return this to your county Extension agent - home economics. This will be returned after you complete the course.

	Yes	No	Sometimes
– Do I accept myself as I am?			
– Can I allow other people to be themselves, to be different?			
– Do I sometimes want to make over other people?			
– Do I see myself and others as being worthy of respect?			
– Am I secure as a person?			
– Do I love people?			
– Do I expect too much of others?			
– Do I recognize the good in others?			
– Do I practice self-control?			
– Am I independent?			
– Can I pay my own way?			

Yes	No	Sometimes

- Do I accept responsibilities for my actions, or do I make excuses?
- Am I dependable?
- Do I stand up for my beliefs?
- Have I developed a set of moral standards for guiding my life?
- Can I control my conduct and recognize lack of control in others?
- Can I think independently?
- Can I set long-term goals for myself?

Irene K. Lee, Ph.D.
Extension Family and Child
Development Specialist

Marjorie M. Phillips, Ph.D., R.D.
Extension Nutrition Specialist

IKL:MMP:mcc

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, or sex, and is an Equal Employment Opportunity Employer.

COOPERATIVE EXTENSION SERVICE
University of Arkansas Division of Agriculture,
United States Department of Agriculture, and
County Governments Cooperating

Families On The Grow

Correspondence Course

Lesson I

WHO ME? A PARENT?

Objectives

AT THE END OF THIS LESSON, YOU WILL –

- Know the role of heredity and environment in shaping personality.
- Know the importance of understanding yourself.
- Recognize the influence of one's basic needs on behavior.
- Use the decision making process to make choices.
- Know the responsibilities of parenthood.
- Recognize qualities of a good parent.

YOU ARE AN IMPORTANT PERSON

You are a very special person. There is only one of you in the whole world. Your life experiences—the important things that have happened to you from birth to now—have made you the person you are. Getting to know who you are and what makes you tick are important steps in becoming the person you want to be.

. . . WHAT KIND OF PERSON ARE YOU REALLY? WHAT KIND OF IMPRESSION DO YOU GIVE? WHAT ARE YOU LIKE AND HOW MUCH OF IT SHOWS?

To know the kind of person you are is not easy. You have to learn to look at yourself almost as if you were another person looking on. And you have to learn to judge the comments of others. Take a good look at yourself. WHAT DO YOU SEE?

Long, long ago the wise men of Greece inscribed on one of their temples the motto *Know Thyself*. They believed that this understanding was necessary for a happy and satisfying life. We think it is still good advice. Understanding yourself is the *key* to understanding other people.

Understanding yourself helps you understand and accept others.

WHAT DO OTHERS SEE IN YOU?

Besides your physical build, your personality is what others see in you. Personality is your behavior, feelings, and the way you act toward people. It is the part of your behavior (what you do and say) that shows. Your situation, the people you are with, the time of day, how you feel, and other factors will determine the kind of personality you show the world. You were not born with your personality. It develops and changes as you mature.

WHAT MAKES YOU THE WAY YOU ARE?

Your heredity and environment work together to make you what you are. For this reason, no two people are exactly alike. But this factor makes each of us interesting.

The genes you inherited have made you a combination or patchwork of all your ancestors' characteristics. Your uniqueness (unlike others) also is partly the result of your environment. Your environment includes the home and neighborhood where you grew up, the climate, your food and clothing, and all the things and places that became a part of your world.

Each of us is influenced by what happens to us as we grow up. No two people have the same experiences in life. Infancy, childhood, and the teenage years are different for each person. Many events left marks and now affect your feelings and thinking. Your personality has been shaped by your day-to-day relationships with people. These early life experiences helped make you what you are. The way people have said and done things have influenced your life greatly. These relationships during early childhood with your family and others are the basis for your:

- adult fears,
- dislikes, and
- loves and hates

Such relationships affect how you feel about yourself. DO YOU LIKE OR DISLIKE THE WAY YOU ARE?

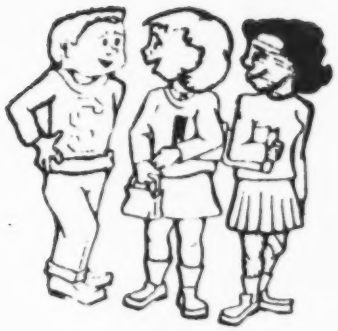
Everybody should feel, *"I am a good and worthwhile person."* WHY? Because what one thinks of himself influences the way he acts. If you don't know yourself, you may not try to succeed. If you don't like yourself, you will find it hard to like other people.

I'm OK.

HOW ARE YOU LIKE OTHERS?

Even though you are a special person, you are like others in a number of important ways. All people have basic needs that influence what they say and do. These are:

- The need for love and affection
- The need to belong
- The need for security
- The need to achieve



HOW ARE THESE NEEDS MET?

These emotional needs are met through the kinds of relationships you build with your family and other people. This is why you must learn to get along with others. It is through relating well with people that our lives are enriched.

No one wants to live alone. Being with other people makes you feel happy and contented. The feelings you have about yourself and others, and about life in general, depend upon how well your basic needs are met. Your behavior is based upon meeting these needs. So we might say then, there is a reason or need behind everything we do. A person who loses his temper may be covering up a feeling of failure. A need for recognition may lead a person to behave in unacceptable ways. CAN YOU NAME OTHER WAYS A NEED INFLUENCES BEHAVIOR?

HOW CAN NEEDS BE MET IN ACCEPTABLE WAYS?

By achieving maturity (growing up), people learn how to handle their feelings (emotional needs). Becoming mature is a lifelong process because we continue to grow and develop as long as we live.

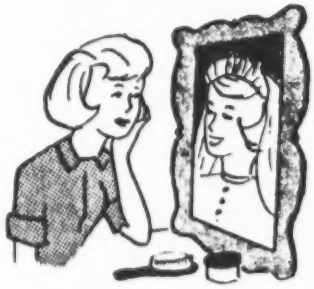
WHAT IS A MATURE PERSON?

A mature person practices self-control—that is control of thoughts, feelings, and behavior. Remember, self-control gives you personal freedom. The mature person thinks for himself and stands on his own two feet. The mature person accepts responsibility for his actions.

You are becoming mature when you set long-term goals for yourself. Study the leaflet "How Mature Are You?" for other ways of measuring your growth.

HOW CAN I LEARN TO MAKE BETTER CHOICES?

There are five steps to follow in making better choices.



STEP I — Know what it is you want to decide. What is the problem or situation?

STEP II — What are your choices? You have some; name them.

STEP III — Think about the choices you have. What would be the result of the choices you are thinking about? What effect would your choices have on you and your family? Will your choices exploit or misuse another person? What effect will each choice have on your reaching your future goal? How much will your choice cost you and others? What is really important to you?

STEP IV — Make your choice after carefully thinking through the advantages and disadvantages of all your choices. Which choice will help you become the best person you can?

STEP V — Be responsible for the choice you made. Part of this responsibility is deciding if your choice was good or bad.

These steps can help you form a solution to a situation before it happens. You can make a choice when you are in your best frame of mind. *Think of a problem or situation in life.* Use these steps to make a choice. HOW DO YOU FEEL ABOUT YOUR CHOICE?

VALUES AND CHOICES

Values

- Are ideas you consider most important to your life.
- Influence your code of ethics. Your ethical code is the set of standards or rules you use to determine your conduct. What you value depends upon your moral beliefs (what you believe to be right or wrong).
- Are the yardsticks against which you measure your behavior.
- Are used as controls to check the direction of your action.
- Are guides to help you conform to the moral, spiritual, and religious standards of society.

Your decisions guided by values can help you say *"No, I won't drink just because everyone else does. I prefer not to." "No, I won't study home economics because my brother did. I will study home economics because it interests me." "No, I won't follow all your goals, I'll set my own." "I am sorry, I choose not to have sex before I am married. I prefer to have children when I am physically, emotionally, and economically prepared."* It's these kinds of decisions that set you apart from the crowd. WHAT DO YOU VALUE? WHAT ARE THE THINGS THAT ARE REALLY IMPORTANT TO YOU? WHY?

RESPONSIBILITIES OF PARENTHOOD

Many young couples approach parenthood with little training and knowledge of what is involved. Desiring to become a parent does not in itself ensure adequacy of parenthood. The father and mother have a responsibility to learn all they can about parenthood before they become parents. Part of this

Preparation

preparation would be for the couple to clarify their attitudes toward children, making sure their motivations for parenthood are mature. Immature motivations for wanting children include:

- Holding together a poor relationship
- Avoiding loneliness
- Realizing unfulfilled goals
- Attaining security

CAN YOU THINK OF OTHERS?

The existence of a baby, even before it is born, makes life different for a couple. There will be new demands on the parents' money, time, and strength. The parents need to be prepared to provide for the child's basic needs. With the arrival of a new child comes increased financial burdens of housing. This usually occurs at a time when parents are not prepared to deal with the problems. Not only must the child's physical needs—food, shelter, clothing, medical care—be provided for, but the intellectual needs must also be considered. Provisions for the child's mental stimulation through toys, books, travel, recreation, and cultural exposure are responsibilities that need to be considered. Supervision of children must be arranged when parents are absent.

Financially prepared.

Emotional Demands of Parenthood

Childrearing can positively benefit couples by offering emotional satisfaction, fresh experiences, and new meaning and purpose to life. It also offers many problems. The arrival of a new child completely changes the routine of the household. All activities must be readjusted to fit the needs of the baby. The mother and father must adjust to their new roles as parents.

Every child has the right to be wanted and assured adequate provision for care and love. Parents must provide an environment where the child is free to grow and develop. But the development of the child is affected by the parents' readiness for parenthood. Raising a family requires emotional maturity if parents are to provide adequately for their children. The child's ability to love and be loved, to enjoy life, and to develop a creative personality is a direct reflection of the parents' capabilities.

Young people need to be aware of the responsibilities of parenthood before they make the decision to start a family. Becoming parents before you are really ready is a poor decision that will affect you, your partner, the child, both families, and the community.

WHAT ARE THE CONSEQUENCES FOR TEENAGE PARENTS?

- A young mother stands twice the normal chance of seeing her child die during the first year.

- Babies born to teenagers are more likely to be of low birth weight. These babies are more likely to suffer from birth injury, childhood diseases, and mental retardation.

- Teenagers are more likely to die after miscarriage or hemorrhage than older women.

- The economic costs that society must bear for a teenage pregnancy is staggering. Experts have estimated the cost of services relating to teenage parenthood this way:

  If an abandoned infant is placed in a well-baby clinic, the cost is about $35 a day or $1,000 a month. The average stay of such a child is three to four months.

  Long-term foster care is estimated to be from $2,400 to $8,000 per child per year. If the child is placed in a residential treatment center, the cost could run from $10,000 to $23,000 per year per child. For a five-year period, the cost could range from $50,000 to $100,000 per child.

While it is true that not all children of adolescent parents have to utilize the above services, the rate of child abandonment, child abuse, or children who require residential treatment is higher among those who have adolescent-age parents. Sixty percent of adolescent parents receive welfare services. The average cost of having a baby in America is $2,200 for expenses occurring during the first week of the baby's life. This amounts to $3,078,400 for the estimated 367,200 teenage mothers who will be receiving welfare assistance this year. Another way to say this is, it costs the taxpayers for the first year $5,116 per adolescent parent or $18,785,952 the first year of parenthood. In other words, welfare recipients cost the taxpayers well over $1,000,000 per recipient per lifetime.

- The advent of adolescent pregnancy is usually considered a period of psychological stress for most young women and their families. Nine percent of teenage mothers attempt suicide—seven times the national rate for teenage girls without children.

- Sixty percent of teen brides who marry because they are pregnant divorce within six years; twenty percent within twelve months.

- Arkansas has the highest birthrate in the United States for teenagers.

- Research shows that teenage mothers have more children than their peers (others their age). Because they have less education and fewer skills, their incomes are lower. Their marriages are usually less successful.

- Because of the health risks and poverty conditions likely to be encountered, the child of a teenage mother enters the world at a distinct disadvantage. These handicaps are compounded by the fact that very young mothers may not know how to give good child care. Many such mothers may be under varying degrees of psychological strain. They may not have had the experiences necessary to ensure maximum intellectual and emotional growth of the infant. They may not have the essential skills to be a good parent.

WHAT IS A GOOD PARENT?

A GOOD PARENT

- Fulfils the child's basic emotional needs. These include security, love, individuality, independence, a sense of belonging, a sense of achievement, and challenge.

- Encourages communication. Good family communication skills equip the child in problem solving that can be used throughout life.

- Creates an environment for acceptance. Each child is accepted for what he is and not what the parent wishes he was.

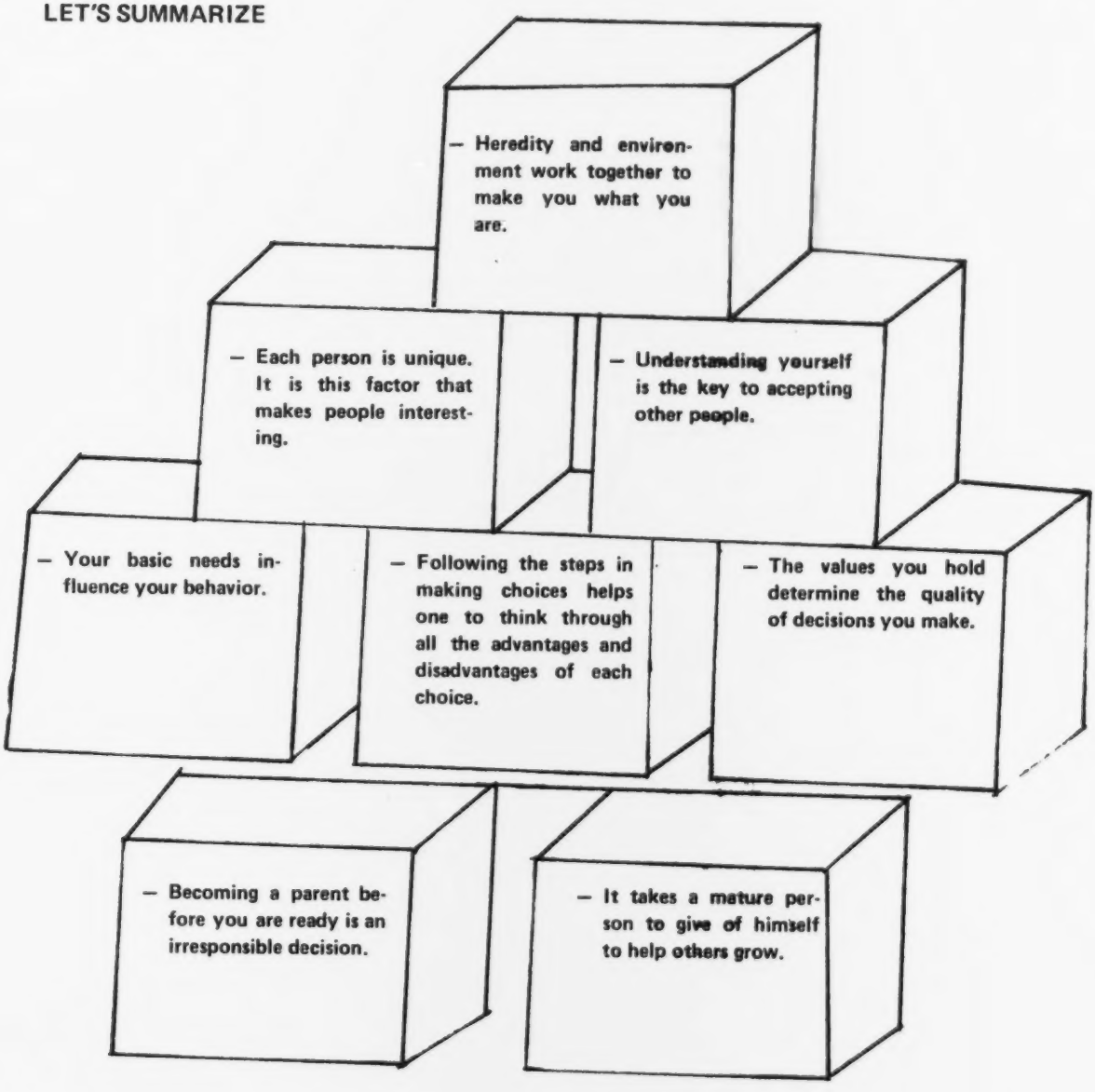
- Is flexible. The parent continues to grow and develop as a person.

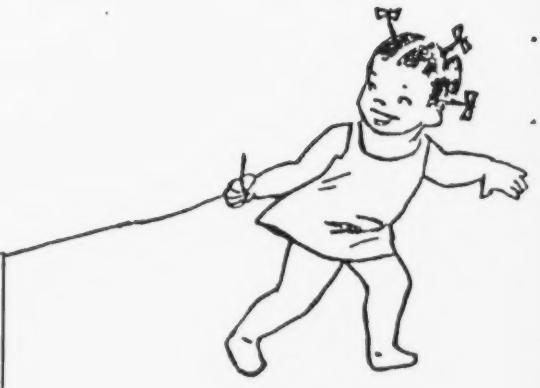
- Is firm but pleasant.

- Sets good example for children.

Think about what it means to be a parent. List some things you, as a citizen, might do to ensure a child a good life.

LET'S SUMMARIZE


– Heredity and environment work together to make you what you are.
– Each person is unique. It is this factor that makes people interesting.
– Understanding yourself is the key to accepting other people.
– Your basic needs influence your behavior.
– Following the steps in making choices helps one to think through all the advantages and disadvantages of each choice.
– The values you hold determine the quality of decisions you make.
– Becoming a parent before you are ready is an irresponsible decision.
– It takes a mature person to give of himself to help others grow.



HIGHLIGHTS FOR LESSON II:
Getting Off to a Good Start

1. Responsible Parenthood
2. Elements of a Growth-Producing Environment
3. Costs of Having a Baby
4. Nutrition Before the Baby Comes
5. Parenting: A Planned Affair

Irene K. Lee, Ph.D.
Extension Family and Child
Development Specialist

Marjorie M. Phillips, Ph.D., R.D.
Extension Nutrition Specialist

IKL:MMP:mcc

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, or sex, and is an Equal Employment Opportunity Employer.

COOPERATIVE EXTENSION SERVICE
University of Arkansas Division of Agriculture, U. S. Department of Agriculture, and County Governments Cooperating

Families on the Grow

ASSIGNMENT FOR LESSON I

Name _____

Date _____

Return this to your County Extension Agent - Home Economics.

1. Why is it important to understand yourself?

2. Describe how your personality was shaped?

3. Your basic needs influence your _____.

4. List the steps for making a decision. Think of a problem or situation you have. Make a choice by following the steps you have listed.

5. Name two responsibilities of parents.

6. Think of a good parent you know. Describe this person.

7. Give four consequences of teenage pregnancies.

Irene K. Lee, Ph.D.
Extension Family and Child
Development Specialist

Marjorie M. Phillips, Ph.D., R.D.
Extension Nutrition Specialist

IKL:MMP:mcc

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, or sex, and is an Equal Employment Opportunity Employer.

COOPERATIVE EXTENSION SERVICE
University of Arkansas Division of Agriculture, U. S. Department of Agriculture, and County Governments Cooperating

Families On The Grow

Correspondence Course

Lesson II

GETTING OFF TO A GOOD START

Objectives

AT THE END OF THIS LESSON, YOU WILL –

- Know the qualities of an enriched environment for child growth and development.
- Recognize expenses involved in having a baby.
- Recognize the importance of good nutrition throughout life.
- Know the foods a pregnant woman should eat.
- Analyze the role of both parents in the child's life.

RESPONSIBLE PARENTHOOD

The highest form of maturity is accepting the responsibility of planning for parenthood. Becoming a parent requires the ability to sacrifice, to postpone personal wants for the welfare of others, to give of oneself, and to accept another person without qualification. Children have a right to loving parents who want

them—want them enough to be adequate, responsible, mature adults. All of us are born with the potentials of creating a human life, but it takes responsible persons to create an environment for growth. WHAT ARE THE ELEMENTS OF A GROWTH-PRODUCING ENVIRONMENT?

An environment for growth has love as the main component. The parents can love and receive love in return.

Love is the investment of oneself in the well-being of another. Love helps place the good of another above one's own. Love is unselfish. Love is productive. It seeks to build the other person's sense of worth and to strengthen each person's self concept. Love helps people feel they are OK and have worth as individuals. Love is supportive and reassuring. It is not demanding. Love makes people feel the world is a good place.

An environment for growth gives people a feeling of acceptance. You have self-worth just because you are you. An environment for growth gives people a sense of security.

WHAT ARE THE COSTS OF HAVING A BABY?

If you want to be a parent, it's going to cost you. According to a newly released health insurance study, the average cost of having a baby runs conservatively about $2,200. And that's only through the first week and only if it is a normal delivery and there are no complications.

But assuming all goes well, your biggest outlay will be for the hospital stay itself. Your bill, based on an average hospital stay of 3.3 days and including labor room, delivery room, and pharmacy and laboratory charges, will be about $900. Add $550 for other medical costs including surgical charges, anesthesia, and pediatrician's care.

Finally, add the cost of the "essential" items in an infant's layette. This includes baby's wardrobe, bath and nursery items, a crib, a mattress, carriage, feeding equipment, vitamins, diapers, and the like. Set aside about $750 for these.

Other items such as out-of-hospital prescription drugs and a maternity wardrobe have not been totaled in.

A rundown of the average cost of having a baby through the first week after birth follows:

Obstetrical Care

Room and Board (3.3 days) at $102/day	=	$336
Nursery (3.3 days) at $66/day	=	218
Labor Room	=	79
Delivery Room	=	153
Circumcision Set-Up	=	10
Pharmacy (mother and baby)	=	39
Laboratory (mother and baby)	=	53
Total	=	$888

Additional Medical Costs

Physician's Complete Obstetrical Charge	=	$351
Circumcision	=	29
Anesthesia	=	100-150
Pediatrician's Newborn Care	=	38
Total	=	$518-$568

Baby's Layette

Wardrobe and Nursery Items (excluding furniture)	=	$208
Nursery Furnishings	=	397
Feeding Equipment	=	42
Bath Items	=	30
Miscellaneous (including vitamins, diaper service)	=	85
Total	=	$762

Grand Total = $2,168 to $2,218

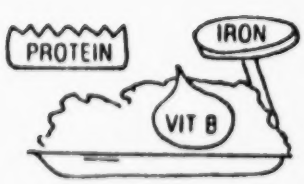
Being a parent demands commitment. Those who plan for responsible parenthood realize the timing of children to be important. WHAT IS THE BEST TIME TO HAVE A CHILD?

Many young people prefer to wait until they are married and somewhat established. Another consideration in having a child might well be in the health of both father and mother. The optimum age to start childbearing is the early twenties. But with the progress that has been made in the lowering of infant and maternal death rates, having a first baby at a somewhat older age is not to be considered a deterrent or hazard. HOW CAN I GIVE A CHILD A HEALTHY START IN LIFE?

NUTRITION BEFORE THE BABY COMES

Did you know that prenatal care actually begins long before conception? Few people realize that a woman prepares for motherhood years before she becomes pregnant. Eating the right foods all through your own childhood and adolescence will keep your body in top condition for the demands that pregnancy will eventually make upon you.

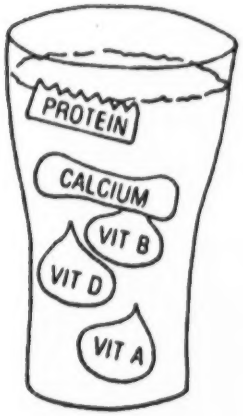
The pregnant woman who eats the right foods during pregnancy will more likely have a normal pregnancy without complications than one who does not. She is also more likely to have a healthy child—one physically and mentally sound. As an expectant mother, if you have had good eating habits, you will need to make very few changes in food selection because of pregnancy. During pregnancy it is very important that your daily diet include all the essential nutrients in the right amount. Since there is only a small increase in calories and there is a substantial increase in the requirements of some of the essential nutrients, you as an expectant mother must select your foods with care. To help make meal planning and food selection easier, a daily food guide has been developed that divides the foods into five groups. The four basic groups are milk, meat and meat alternates, fruits and vegetables, breads and cereals. The fifth group contains fats and sweets. Foods in the fats and sweets group provide mainly calories. (See enclosures.)



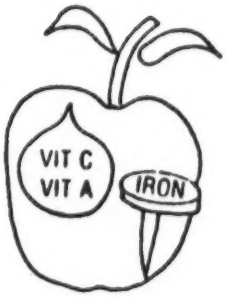
Meat and Meat Substitutes

Since protein is a part of every cell, good quality protein is needed in the diet. Two 2-ounce servings of good quality protein should be eaten daily. Meat, poultry, and fish as well as meat alternates such as cooked dried beans contain excellent sources of protein.

Milk



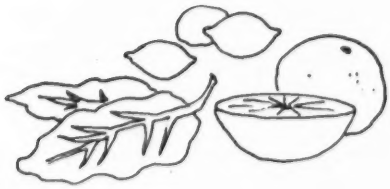
Foods from the milk group are important in the mother's daily diet to provide calcium. Milk foods are also a good source of protein, vitamin A, riboflavin, and vitamin D. Two to four cups of milk a day are recommended for the pregnant woman.



Fruits and Vegetables

Dark green leafy or deep orange vegetables or fruits should be included at least every other day to provide vitamin A. Spinach, turnip greens, collards, broccoli, mustard, and beet greens are examples of dark green vegetables. Some orange fruits and vegetables are carrots, sweet potatoes or yams, cantaloupes, and apricots.

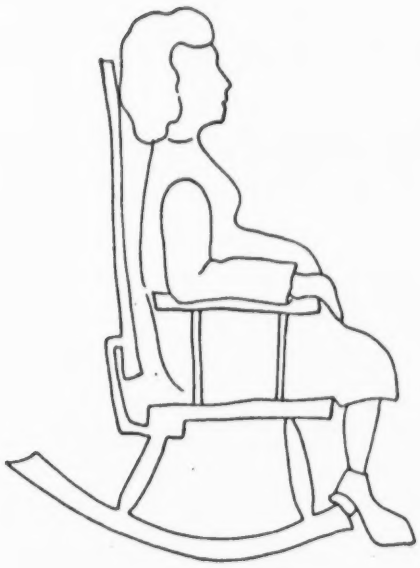
A vitamin C food should be selected each day. Citrus fruits, dark green vegetables, cabbage, strawberries, and melons provide vitamin C.



Other fruits and vegetables also contain many vitamins and minerals. A total of four ½-cup servings of fruits and vegetables should be eaten each day by the pregnant woman.

Iron is a mineral which the mother especially needs for the growing baby's blood system as well as for every cell in the body. Except for liver, large amounts of iron are not found in many other foods. Some good food choices for iron are whole grain or enriched breads and cereals, dark green leafy vegetables, cooked dried beans, eggs, meat, and poultry.

Iodine is important to help keep the body working at a normal rate during pregnancy. For people living in areas where the soil has low iodine content, the best source of iodine is iodized table salt. Not all salt in the grocery store is iodized. Look on the package of salt and make sure that the label has the word "iodized" on it.



WEIGHT GAIN AND FOOD CALORIES

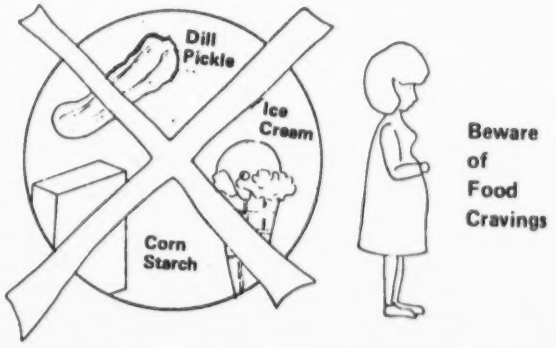
The pregnant woman will gain about three pounds during the first three months. By the end of pregnancy, the mother may gain between 20 and 25 pounds. Gaining more weight than this or much less weight can cause problems for the mother and baby. The pregnant woman needs to select her foods from the basic four food groups so that her calories contain the protein, vitamins, and minerals necessary for growth and health.

During the last two-thirds of pregnancy, more food calories are needed for the growing tissues of both the baby and the mother. Energy needs are also determined by how active a person is. Inactive pregnant women need less food calories than active ones. The increased energy needs of pregnancy may be balanced by decreased activity. Following the same well-balanced diet as before pregnancy may provide almost enough calories for growth without excessive weight gain.

NUTRIENT SUPPLEMENTS

Some doctors may prescribe nutrient supplements for pregnant women. Iron pills or calcium tablets may be prescribed so that the pregnant woman can attain an adequate iron and calcium intake. However, as with other supplements, only one or a few nutrients are in the prescribed pills.

The pregnant woman should not be fooled by food fads that recommend high dosages of nutrients such as vitamin E. Foods from the basic food groups contain many vitamins and minerals that are essential for growth and development. Vitamin and mineral pills should not be depended on to provide all the nutrients of an adequate diet. A physician will know what supplements to recommend.



Many women crave certain foods during pregnancy. Dill pickles, ice cream, cornstarch, and clay are examples of some cravings. A desire to eat certain foods does not mean that the mother's body needs that food for nourishment. Most foods that are craved contain little or no nutrients and may even be harmful by crowding out nutritious foods. For example, cornstarch contains empty calories. And it possibly fills the mother so that she eats fewer foods from the basic food groups.

The statement "for every child, a tooth" is not true. The pregnant woman may have her gums swell and become sore so that teeth problems are more common. But teeth tend to keep their minerals and are not lost during pregnancy if the mother's mineral intake has been adequate. Teeth problems are probably the result of poor nutrition long before pregnancy occurred. The problem just becomes more noticeable with the stress of pregnancy.

At one time doctors greatly restricted the salt intake of pregnant women. This was thought to limit water retention and body swelling. Some women think they can keep from gaining extra weight by restricting their salt intake. But restricting salt too much can be harmful to the baby and mother. Pregnant women should not restrict salt on their own or because their friends do. The body of the mother and the baby need sodium in order to function normally. Only under a doctor's orders should salt be restricted.

A Word to the Wise...

Dieting during pregnancy can cause problems. Fad reducing diets or very restricted food intakes should not be used during pregnancy. Teenage pregnancies are a problem because so many teenage girls consume poor diets.

The potential for the baby's growth is present at the time of conception when the egg is fertilized. Sound food habits before and during pregnancy are important to help the baby reach the potential that he has. Remember, the mother's food habits are an important beginning for the baby's growth and development.

EFFECTIVE PARENTHOOD IS A PLANNED AFFAIR

The profession of parenthood is still considered by many as one for which all are qualified without training. People generally feel quite confident about taking on the job of parenthood without any special training, although they might go into less complicated lines of work with fear and trembling.

Evidence in our society indicates that many couples are not prepared to be good parents. Homes fail in this job in many ways. Many behavior problems and abnormal personalities, and much delinquency can be traced to their original origin in the early childhood experiences in the home.

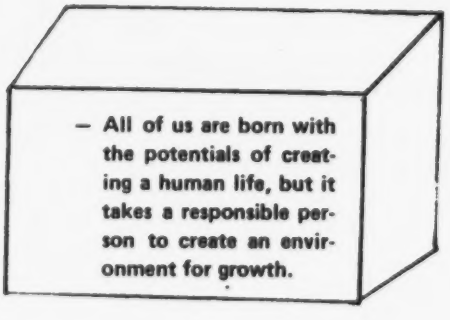
Communities are now recognizing that education for parenthood from before the child is born until he is grown is necessary to help people be successful parents. Because of the many changes in our society and the effect these have had upon the development of individuals, greater need than ever exists for a stable family life which meets one's basic needs.

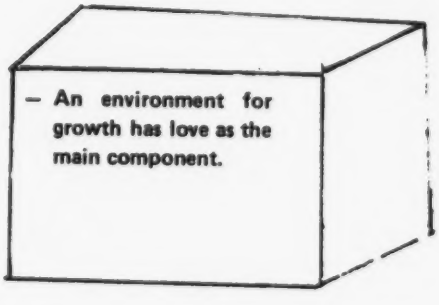
IT TAKES TWO PARENTS

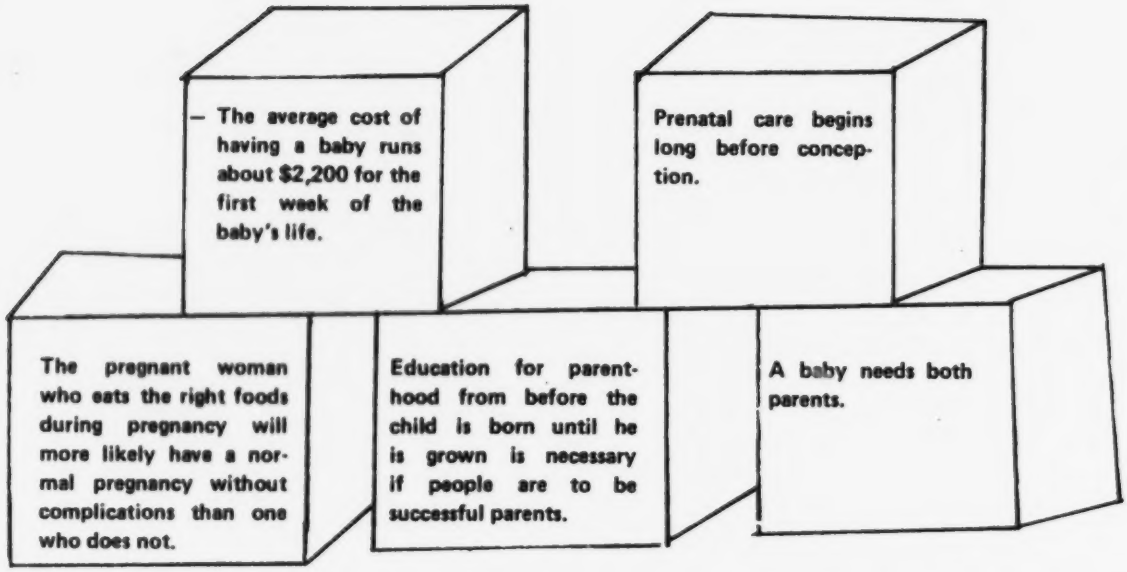
Fathers and children have sometimes been cheated because of a tendency in our society for mothers to take most of the responsibility for bringing up children. With all the demands placed upon today's mothers, fathers and other adults become more important in the baby's life. Fathers can do a great deal of mothering (which includes more than giving physical care), and today more fathers want to participate actively in the lives of their children. Old-fashioned ideas about the mother's and father's roles are beginning to crumble. A baby needs both parents.

The man and woman who work together in understanding their children will find new happiness in their own relationship. They will be able to contribute far more to the development of their children than either of them alone could possibly do.

LET'S SUMMARIZE


– All of us are born with the potentials of creating a human life, but it takes a responsible person to create an environment for growth.




– The average cost of having a baby runs about $2,200 for the first week of the baby's life.
Prenatal care begins long before conception.
The pregnant woman who eats the right foods during pregnancy will more likely have a normal pregnancy without complications than one who does not.
Education for parenthood from before the child is born until he is grown is necessary if people are to be successful parents.
A baby needs both parents.

HIGHLIGHTS FOR LESSON III:

Baby's First Year

1. Developing Food Habits
2. The Meaning of Food
3. Learning to Eat Involves Many Experiences
4. Food Other Than Milk

Irene K. Lee, Ph.D.
Extension Family and Child
Development Specialist

Marjorie M. Phillips, Ph.D., R.D.
Extension Nutrition Specialist

IKL:MMP:mcc

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, or sex, and is an Equal Employment Opportunity Employer.

COOPERATIVE EXTENSION SERVICE
University of Arkansas Division of Agriculture, U. S. Department of Agriculture, and County Governments Cooperating

Families on the Grow

ASSIGNMENT FOR LESSON II

Name _____

Date _____

Return to your County Extension Agent - Home Economics.

1. What are the elements in an environment that help children grow?

2. Interview a mother of a newborn baby about the costs of having a baby in your community. What did you find?

3. Name two things to consider before you plan to have a child.

4. What is the most recommended age to start having children?

5. Why do you think every child deserves two parents?

6. List all the foods you ate within a 24-hour period. It could be yesterday or today. Now check the list with the daily food guide.

EVALUATE YOUR EATING HABITS

Was my eating typical of what I usually eat in a day?

I ate enough of these foods –

_____ Milk group (2 or more servings for adults)

_____ Meat group (2 servings)

_____ Fruit and vegetable group (4 or more servings)

_____ Vitamin C (1 good or 2 fair sources)

_____ Vitamin A (at least every other day)

_____ Bread and cereal group (4 servings)

I need to serve more of these foods –

_____ Milk group foods

_____ Meat group foods

_____ Fruits and vegetable group foods

_____ Vitamin C (1 good and 2 fair sources)

_____ Vitamin A

_____ Bread and cereal group foods

Why have I not served these foods –

_____ Didn't know they were important.

_____ My husband dislikes them.

_____ I dislike them.

_____ They seemed too expensive.

_____ I never cooked them before.

_____ Other reasons _____

7. What on foods in this lesson was the most helpful to you?

Irene K. Lee, Ph.D.
Extension Family and Child
Development Specialist

Marjorie M. Phillips, Ph.D., R.D.
Extension Nutrition Specialist

IKL:MMP:mcc

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, or sex, and is an Equal Employment Opportunity Employer.

COOPERATIVE EXTENSION SERVICE
University of Arkansas Division of Agriculture,
United States Department of Agriculture, and
County Governments Cooperating

Families On The Grow

Correspondence Course

Lesson III

BABY'S FIRST YEAR

Objectives

AT THE END OF THIS LESSON, YOU WILL –

- Know the importance of helping children develop good food habits.
- Know ways of providing good nutrition for the family.
- Recognize ways of helping children feel secure.

INTRODUCTION

Your new baby has arrived and you're feeling like the smartest, most creative person in the world. Having a baby is exciting but the thought of the responsibilities involved in caring for this little, squirming bundle of humanity can be frightening for many persons.

DO YOU EVER STOP AND MARVEL AT HOW FAST YOUNGSTERS GROW AND DEVELOP AND LEARN? Within three years, a child can walk, talk, and feed himself – quite a change from that bundle you brought home from the hospital. As parents you want to provide the best environment possible during those early years. Food, as a vital part of your child's environment, takes on new significance.

This lesson considers you and your role as "gatekeeper" to your child's world of food. You should evaluate your own eating habits and diet as a first step in improving your child's habits and diet. (Review Daily Food Guide enclosed.) Suggestions are included on providing nutritious and happy meals and snacks. Supplementary pamphlets are also enclosed to give you additional ideas and recipes.

Eating as one of life's first experiences is basically instinctive. The newborn infant adjusts almost instantly to breast or bottle feeding and quickly learns that it satisfies hunger – the most fundamental reason for eating. As the young child grows, his ideas about food change and grow, too. Hunger becomes only one of many reasons for eating.

DEVELOPING FOOD HABITS

A child's early eating experiences lay the foundation for eating habits and behavior patterns in later life. When you consider that being fed is one of the infant's first satisfactions and being hungry one of his first frustrations, you realize the

importance of those early feeding sessions. When you consider that his first social interaction is made with the person who feeds him, you understand the need for positive contact during those interactions. A baby's satisfactions and dissatisfactions in the early basic experiences may determine the way he will be able to meet other experiences in the process of growing up.

THE MEANING OF FOOD

In the beginning of life, a baby is totally dependent upon others. Physical needs, such as food, sanitation, and body manipulations, must be provided by an oustide source. Since he is not physically capable of securing his needs for survival, his parents must provide for him. Life becomes either good or bad in relation to the way these needs are satisfied. A child's needs are known to be much more than physical. Food, cleanliness, and sleep are not enough to develop the child's capacities to relate to other people. It has been established in research that the provision of physical necessities are insufficient for survival. Research shows that those children provided only food and body care either died at a very early age or failed to develop properly. Most significant then, a child must realize that he is loved, and that he is wanted. The inputs of building this are really quite simple. If a child is hungry, he needs to be fed. But take time to hold the child during feeding. Holding the child close to your body gives more than close contact. This is an excellent time for the child to hear tones that reflect love. Let him know by the tone of your voice and the conversation that he is a pretty important person. All of these emotional responses enable him to feel secure.

You can see that a child's mealtime is important for at least two reasons. One, food is needed for nourishment; and two, the way a child is fed brings other experiences for social development.

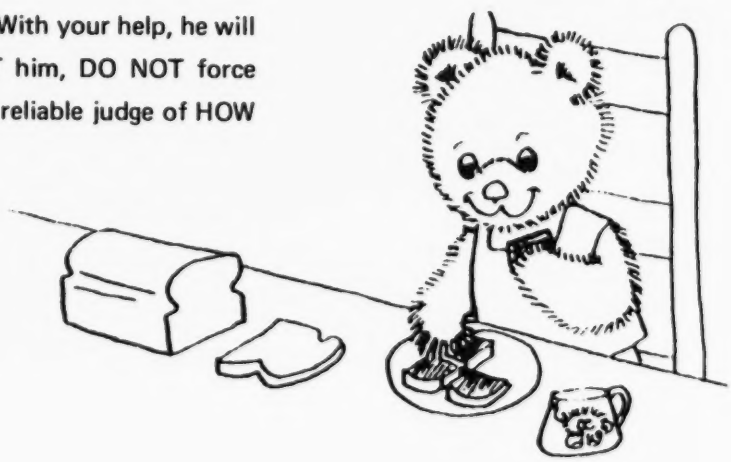
When you consider that by the third year, the brain has reached 80 percent of its adult weight, and the body 20 percent of its adult weight, you realize the importance of a child's diet in supplying food for physical and mental growth. You can't start over in nourishing a growing child's mind and body, so let's "start right."

Consider yourself for a minute. WHAT DOES FOOD MEAN TO YOU? NOURISHMENT? CALORIES? SOCIAL CONTACT? DRUDGERY? What follows is a list of meanings that apply to eating. They are there to trigger your "food thinking" based on past experiences. Don't hesitate to add other "thoughts" to the list.

FOOD MEANS

- *Freedom from Hunger* . . . the fundamental reason for eating. Hunger pains are unpleasant!
- *Good Health* . . . while most adults consciously realize that a healthy body requires a balanced diet, how much consideration do you honestly give to health when selecting foods for the family?
- *Pleasure* . . . we all enjoy eating foods that taste good so we select those foods that please our palate; but foods can taste good and be "good for us," too.
- *Emotional Security* . . . from birth on, a deep emotional attachment is made to food and continues to grow. As adults, we often associate experiences, either pleasant or unpleasant, with certain foods. Special occasions such as holidays or birthdays often pivot on particular foods and traditions. What kind of memories do these "special days" have for you?
- *Communication* . . . most social occasions involve food in some way. Whether it's an elaborate dinner party or a morning coffee chat, eating creates a mood for "talk." When it's a family meal, it may be a time for sharing or a time to "do battle." Perhaps your family is too busy eating or your children too young to do either. What words best describe mealtime at your home; lively, happy, aggressive, sullen, generous, sparing, scolding, relaxing, tense?

Your child LEARNS to eat. With your help, he will form good eating patterns. LET him, DO NOT force him. Within limits, the child is a reliable judge of HOW MUCH he wants to eat and WHAT he wants to eat. HOW MUCH depends on how fast he is growing, how active he is, how much he likes the food, and how well and happy he feels.



Feeding experiences are important in setting life patterns. One of the infant's first satisfactions is being fed; one of his first frustrations is being hungry. Adjustment to these experiences may determine the way he will meet other experiences in the "growing up" process.

LEARNING TO EAT INVOLVES MANY EXPERIENCES

Some of the learning experiences are:

- *Learning New Flavors and Odors.* New foods are strange and have a taste which he hasn't yet experienced. Give him new foods, one at a time, and offer small portions. Let him have plenty of time to look and examine the food. Offer new foods only when he is feeling well and happy. Don't force him to eat it or make a fuss about the food. It can be offered again a few days later, perhaps served with other foods he likes – even prepared differently.

- *Learning New Textures.* Remember, he began with liquid food and must be acquainted with other foods gradually. The proper time to introduce solids is determined by changes in behavior and physical development. The very young baby reacts to a spoon in his mouth by pursing his lips, raising his tongue, and pushing vigorously against the object. By approximately three months his reaction changes to parting the lips, depressing the tongue, and throwing food back into the mouth where it is swallowed. Biting movements appear about the same time. Any of the mushy foods are suitable for him. This time schedule shows how the texture of food changes with the child's growth:

  - Moving semi-solid food from front to back of mouth, 2-3 months
  - Swallowing anything thicker than liquid, 2 months
  - Chewing to change consistency of solid food, 6 months with gums
  - Lip control to enable him to drink from a cup, 7-8 months
  - Eating from and with a spoon, 12-24 months
  - Eating with a fork, 3 years
  - Cut food with a knife, 6-10 years

FOOD OTHER THAN MILK OR FORMULA

There are many choices to be made in terms of what other foods are fed to infants and when they are fed. The young mother should talk with her doctor about infant feeding. Together they can decide when other foods should be added.

Present recommendations lean towards delaying the introduction of solid foods until the fourth or sixth month of the infant's life. Whether the mother is breast-feeding or bottle-feeding her baby, the doctor should be alert to any need for vitamin and mineral supplements and advise the mother.

Generally cereals and diluted juices are the first foods which are added, then vegetables and fruits. Meat, poultry, and egg yolk are added next. Only one new food should be added at a time, allowing the baby several days to adjust to the expanding diet. The food should be fed from a spoon, not a bottle.

There are three main producers of processed baby foods, and a wide variety of foods and combinations of foods are available in pureed form. The package sizes are similar and the three different brands are fairly comparable in price.

One argument in favor of the commercially prepared food has been its convenience. At the present time, however, there is a strong movement encouraging mothers to prepare their own baby food, preferably using fresh food. Many baby food cookbooks have become available in the last four years as part of the "back to basics" movement in food preparation. (See enclosed Fact Sheet.)

Home preparation of baby food also makes it possible to provide the baby with a meal having few or no additives. In response to this, some of the baby food manufacturers have been reducing or eliminating sugar and salt added to commercial baby foods.

DON'T force your child to eat. It is natural for a child (or an adult) to be disagreeable when someone tries to force him to do something. "Forcing" includes urging, pleading, bribery, trickery, threats, hurrying him, scolding, nagging, and countless other attempts to impose the adult will. The child is the best judge of his food needs at any one time.

- ARE YOU SERVING HIM TOO MUCH FOOD?
- DO YOU THINK ALL BABIES NEED THE SAME AMOUNT OF FOOD?
- DID YOU KNOW THAT THE ONE-YEAR-OLD BABY OFTEN EATS MORE THAN THE TWO-YEAR-OLD
- DO YOU THINK THE HEALTHY BABY MUST BE A FAT BABY?

Set good examples for your child by practicing good food habits. Encourage other family members to eat for good health also. Children learn attitudes and manners from the people around them. When the family eats and enjoys nourishing foods, the child is likely to accept them also. Remember, the child may not like all foods at this early age.

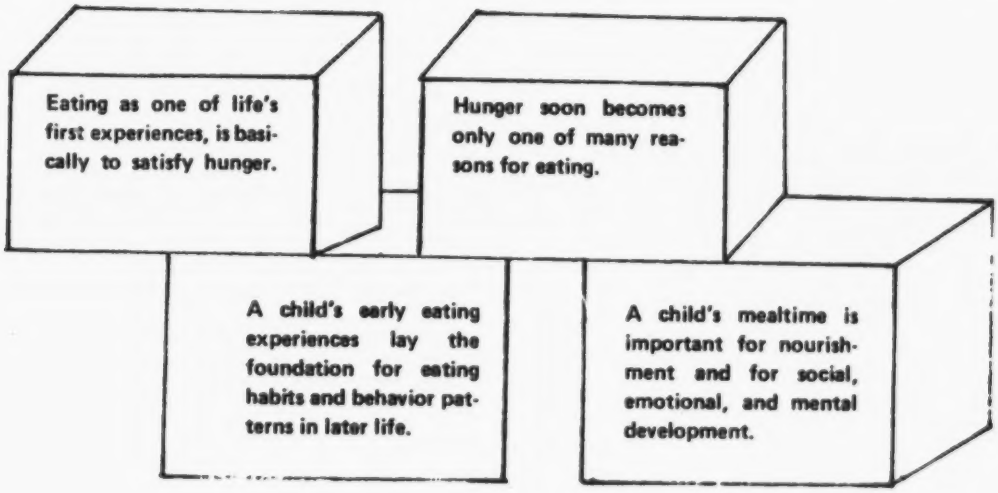
Messiness is a part of growing – but is temporary. A child's first efforts at self-feeding result in spilled milk, smeared vegetables and fruit, and tears from the mother!

WHY NOT TRY:

- Easty-to-wash table and floor coverings.
- Dishes that can withstand damage.
- Using small cups for milk and filling no more than half full.
- Giving him more milk when he asks for it.

Better still, with little help – let him pour his own.

LET'S SUMMARIZE


Eating as one of life's first experiences, is basically to satisfy hunger.
Hunger soon becomes only one of many reasons for eating.
A child's early eating experiences lay the foundation for eating habits and behavior patterns in later life.
A child's mealtime is important for nourishment and for social, emotional, and mental development.

HIGHLIGHTS OF LESSON IV:

Grow Kids Grow

1. The Importance of Understanding Children.
2. How Do You Help Children Grow?
3. How Do You Show Affection to Children?
4. Feeding Children Without a Hassle.

Irene K. Lee, Ph.D.
Extension Family and Child
Development Specialist

Marjorie M. Phillips, Ph.D., R.D.
Extension Nutrition Specialist

IKL:MMP:fms

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, or sex, and is an Equal Employment Opportunity Employer.

COOPERATIVE EXTENSION SERVICE
University of Arkansas Division of Agriculture, U. S. Department of Agriculture, and County Governments Cooperating

Families on the Grow

ASSIGNMENT FOR LESSON III

Name _____

Date _____

Return this to your County Extension Agent - Home Economics.

1. Circle those who have the largest influence on eating habits the young child develops during the preschool years in your household.

   mother grandmother babysitter daycare center director

   father grandfather older brothers and sisters

   other _____

2. I am trying to serve more foods from this group(s) to my family.

   ____ Milk Group
   ____ Meat Group
   ____ Breads and Cereals
   ____ Vegetable and Fruit Group
   ____ More variety, generally
   ____ Vitamin A ones, especially
   ____ Vitamin C ones, especially

3. As near as I can tell, the reason(s) I haven't been serving more of these foods are:

   ____ Didn't know they were important
   ____ Family dislikes them
   ____ I dislike them
   ____ Seemed too expensive
   ____ Had never cooked them before
   ____ Other

4. What did you learn from this lesson that you have tried?

5. What did you learn from this lesson that you will use in the future?

6. List three ways to make a child feel secure.

   1. _____

   2. _____

   3. _____

7. Did you share this lesson with anyone else?

   Yes____ No____

   If answer is yes, with whom did you share it?

Irene K. Lee, Ph.D.
Extension Family and Child
Development Specialist

Marjorie M. Phillips, Ph.D., R.D.
Extension Nutrition Specialist

ILK:MMP:fms

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, or sex, and is an Equal Employment Opportunity Employer.

COOPERATIVE EXTENSION SERVICE
University of Arkansas Division of Agriculture,
United States Department of Agriculture, and
County Governments Cooperating

Families On The Grow

Correspondence Course

Lesson IV

GROW KIDS GROW

Objectives

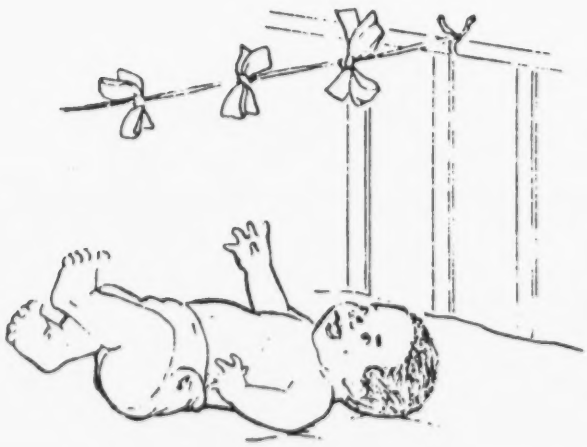
AT THE END OF THIS LESSON, YOU WILL –

– Know the importance of studying small children.

– Know ways of helping children grow.

– Know ways of feeding children without a hassle.

THE IMPORTANCE OF UNDERSTANDING CHILDREN



Your childhood experiences have helped to make you the kind of person you are now. The years of infancy and early childhood are important in the formation of habits and attitudes. These, of course, last throughout life. It is a good idea to study the growth and development of young children as a means of studying yourself. You may even understand more clearly some of the reasons for behavior in other people. Through studying

about children, you will realize your responsibility in helping children develop in desirable ways.

Some of the happiest times in family life are centered around babies and little children. We like to play and care for them. But caring for children is a job that should not be taken lightly. Everything that happens to children helps to shape their personalities. We should do and say the right thing when we are with them. Although you get along well with children, you will enjoy them more if you understand them better. We have to remember that the way we handle children affects the way they behave.

HOW DO YOU HELP CHILDREN TO GROW?

Little children need to feel *wanted* and *loved* just like you do. They are very sensitive to your feelings about them. And they can tell by the tone of your voice and by the way you touch or hold them that they are loved. When you are gentle with them, they are relaxed because they feel secure. So you should manage children in a friendly way rather than in a strict, harsh way.

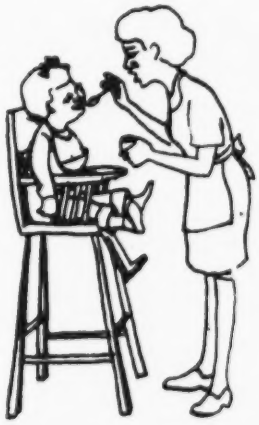
People who have studied children are sure that babies who are picked up, cuddled, and given special loving attention develop better than those whose physical needs only are met. All of us thrive in an atmosphere of approval. And children especially need the feeling of security they get through knowing that their family loves them.

Read the following poem. What meaning does it have for you?

TWO-AND-A-HALF

Hold him a little longer,
Rock him a little more;
Tell him another story,
(You've only told him four).
Let him sleep on your shoulder,
Rejoice in his happy smile;
He is only two-and-a-half
For such a little while!

—Dorothy Uncle



Introducing your child to the world of food with all its colors, tastes, and textures can be a joy, and also a real challenge to your adult patience. It is an important time to reinforce the child's feeling of being wanted and loved. Happily, the more that is understood about feeding a child under the age of six, the easier it is to approach mealtime sensibly. Although each child is an individual with his own likes and dislikes, there are many physical and emotional similarities with children in the same age group.

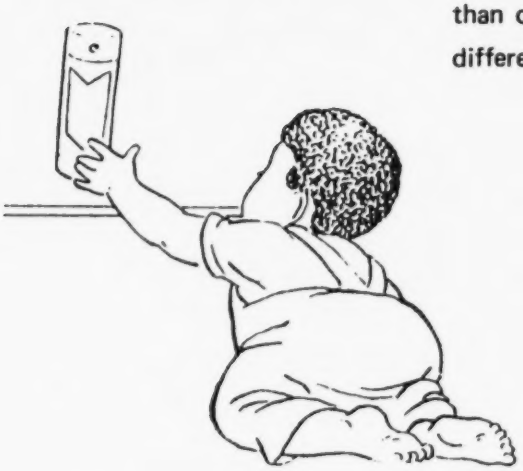
HOW DO YOU SHOW AFFECTION TO CHILDREN?

It is possible in many ways to show a child he has affection. He will respond to —

- a warm, friendly voice
- a pat on the shoulder
- a word of praise
- a willingness to listen to him
- a note of his accomplishments

Because their personalities are different, all babies and children need to be treated as *individuals* as they grow up. Each child is special in his own way.

As babies grow, they need to explore, climb, and handle objects to learn. But they need to be protected from harm. It is well to remember that some babies grow faster than others. All begin walking, cutting teeth, and talking at different ages. Allow them to develop at their own speed.



A baby will walk when he is ready. Not because another baby the same age is walking.

You can help a child build self-confidence by letting him do things for himself. Of course, you can do it better and faster. But the child will become self-reliant and independent if you allow him to do things he can do.

Children need to be given positive help. Using more do's than don'ts gives a child more information for making decisions. Expect cooperation and the child usually gives what you want. But be reasonable in what you expect.

FEEDING CHILDREN WITHOUT A HASSLE

Remember to plan family meals so that the baby's needs will be met as well as those of other family members. Remember that children like simply-prepared, attractive foods. When family food is to be seasoned and flavored, the baby's portion should be removed first. But, before we go any further, complete the following questions, *"What Do You Think?"* This will help you explore some of your ideas about feeding. This is strictly for your own use. After reading this lesson, you can compare your answers with those in the summary sheet.

WHAT DO YOU THINK?

Please check (✓) the appropriate column.

	AGREE	DISAGREE
1. It's best to serve a child less than you think he will eat for dinner with the understanding that he can have seconds if he wants.		
2. If a child is reluctant to eat his vegetables, a good method to encourage him is to say he can have dessert only after he cleans his plate.		
3. Promising children foods such as candy, Kool Aid, or ice cream if they are good is a satisfactory "bribe" for good behavior.		
4. Two-year-olds should be urged to use their fork rather than their fingers in eating meals.		
5. If a child doesn't clean his plate, he should sit at the table until his plate is clean.		

6. a. Check those vegetables you think a 2-1/2 year old child most often likes.

   b. Put an A next to those vegetables rich in Vitamin A; put a C next to those that are good sources of Vitamin C.

_____ pumpkin	_____ cooked pieces of winter squash
_____ steamed cabbage	_____ sweet potatoes
_____ whipped potatoes	_____ raw green pepper strips
_____ carrot sticks	_____ raw spinach leaves
_____ radishes	_____ chopped, cooked turnip greens
_____ collards	_____ creamed onions
_____ raw turnip sticks	_____ kale

	TRUE	FALSE
7. Children most often do not like fish.		
8. Between meal snacks should be avoided for the preschooler.		
9. One- and two-year-olds generally like ice cold milk, straight out of the refrigerator.		
10. After one year of age, a child's appetite usually tapers off some.		
11. Preschool children should drink at least three 8-ounce glasses of milk a day -- preferably 4 glasses.		

The very young child often has his meal before the rest of the family. This may be possible at a small table of his own in the kitchen or play room. Spilled food may not be a major catastrophe then. As he grows, let him eat with the family, observing the same rules and enjoying the same sociability that accompanies a pleasant relaxed meal. Some precautions for happier meals are:

- Give the child time to prepare for mealtime. A little warning to finish the game and wash his hands can put him in a receptive mood for food. Sometimes it is advisable to involve the child in quiet play before a meal. Quiet play may include looking at books, listening to music, hearing a story.

- Arrange the child's place so that spilled food will not spoil the pleasant family meal.

- Remember the child's physical comfort by having a chair of correct height with firm support for his feet. Child-size dishes and silver can help.

- Allow the child some freedom of choice as to the food he eats. Children's appetites vary greatly from day to day, both as to what and how much they eat. Try to remember that he will enjoy such things as choosing from a plate of raw vegetables the pieces he wants, or even the color of the fruit gelatin. In general, his choices will follow the example of others at the table.

- Give small servings of food. It is better to have him ask for "seconds" than to have his appetite spoiled by too much in the beginning.

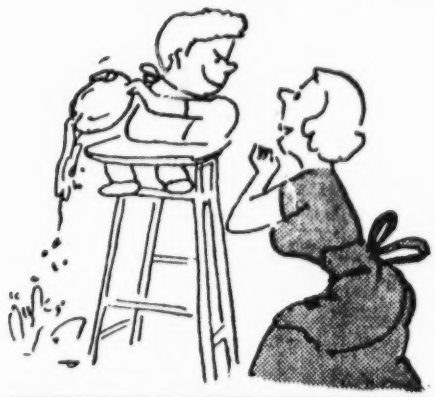
- Before he learns to use the fork and knife, cut food for him. He will demonstrate that "fingers were made before forks," before his table manners become more socially acceptable.

- Allow plenty of time for eating but don't let him dawdle over his food.

- Treat the young child as you do other family members without letting him become the center of attention.

- Remain calm at mealtime. The child who eats his meals in a relaxed and friendly atmosphere will receive the best training to be given in the establishment of an appreciation of good food.

- When company comes, if your child has not learned to eat without a lot of attention from you, it is a good idea to feed him ahead of the company meal if possible. How about letting Dad or an older brother or sister take care of this for you?



Laugh instead of feeling discouraged when eating situations do not always work out as expected. The child is growing each day, and no situation will last forever, however bad.

When an eating problem has already developed, go slowly in trying to make changes. Start by looking at your own attitude and see if that may be part of the problem.

REMIND YOURSELF THAT:

- Good habits develop from satisfying experiences.
- The child has a large capacity for self-regulation.
- What he is ready to do next depends on the stage of his development – not his size, or age, or what some other baby can do.
- Children are pretty fair judges as to what and how much they want to eat.
- Routines should be flexible.
- Feel free to make slight changes in the baby's schedule if they seem to make him happier.
- Accept your doctor's word when he says your child is well-nourished.
- Remember, some of baby's eating problems are tied up in the parent's personality problems.

TIPS TO REMEMBER IN SERVING FOOD:

- Most children like the "chill off" milk. Small glasses or cups are easier to handle and don't look too impossible to empty.

- As the child develops muscle strength, let him pour his own milk. Select a small pitcher with firm handle that his little fingers can grasp.

- All milk does not have to be taken in liquid form. Add it to cereals, soups, and desserts such as custards and puddings. Four- to five-year-old children like cubes of cheddar cheese.

- Treat children to a variety of meats. Begin with strained or ground meats, gradually introducing solid foods.

- Keep all flavoring and seasonings mild.

- Cut solid meat into bite-sized portions which he can grasp easily.

- Crisp bacon is usually a favorite.

- Egg yolk, probably mashed, can be introduced at an early age.

- Color of vegetables and fruits appeals to children. Strips of raw vegetables – sometimes called "finger-foods" are favorites.

- Cook vegetables rapidly and season lightly.

- Bland fruits are more acceptable than the tart ones.

- Fruit is a good dessert choice.

- Cooked cereals are generally well liked. Toast is often liked better than plain bread.

- Cut a slice of bread into narrow strips for ease in handling.

- Sweets should be offered only at the end of a meal.

- Never offer sweets as a bribe for eating needed foods.

- Between-meal eating is an individual matter. The very young and the very active child often seem to need a light snack in the middle of the morning or afternoon.

- Good snacks are fruit or juice, milk, cubes of lean meat, or cheese and crackers.

WHEN YOU GO TRAVELING:

- Take along foods which keep well and are easy to eat.

- Cut foods into bite-sized portions and wrap in moisture proof covers.

- Guard against too many sweets and soft drinks – they may cause overeating and result in stomach ache.

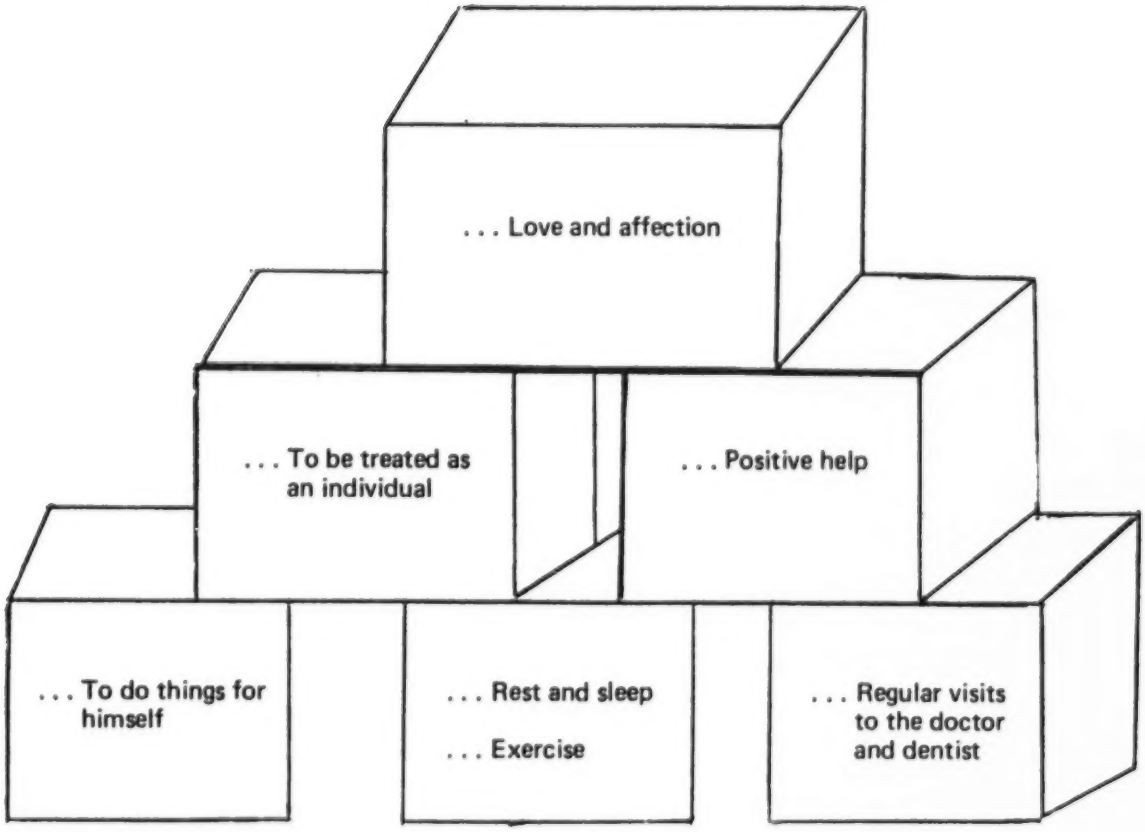
Remember there are so many things for a little child to learn. This is why he is so busy. He wants to touch everything he sees or puts in his mouth if possible. He is using his senses of sight, taste, and touch to become acquainted with his world. As he grows older, he asks questions about everything. This is the only way he can learn. You may not be able to answer all of his questions. But always give truthful answers. This helps him to have confidence in you.

Your approval means a great deal to children. They will try hard to please you. Praise of good behavior is a good way to encourage the child to repeat the action. Be sure you don't praise the child for behavior you don't want repeated. Be consistent. Don't laugh today and punish him tomorrow for the same act.

There are times when children have difficulty getting along with other people. Be sure you don't act like them in correcting their actions. Never use means of punishment such as putting the child to bed or depriving him of a meal. Such important activities as sleeping and eating should not be considered in the same terms as punishment.

LET'S SUMMARIZE

Besides Good Food, Your Child Needs:


. . . Love and affection
. . . To be treated as an individual
. . . Positive help
. . . To do things for himself
. . . Rest and sleep
. . . Exercise
. . . Regular visits to the doctor and dentist

WATCH FOR THE SIGNS OF GROWING – DOES YOUR BABY HAVE:

. . . A straight back	. . . Gums firm and pink
. . . Firm muscles	. . . Good skin color
. . . Sound teeth	. . . Straight legs
. . . Clear skin	. . . Flat shoulder blades
. . . Glossy hair	. . . Sweet breath
. . . Nicely rounded body	

DOES HE:

. . . Seem Happy	. . . Have Daily Eliminations
. . . Play Actively	. . . Sleep Soundly

Highlights of Lesson V: YOU ARE ON YOUR OWN

1. Foundations for Living
2. Relationships in the Family
3. Satisfaction of Parenthood

Irene K. Lee, Ph.D.
Extension Family and Child
Development Specialist

Marjorie M. Phillips, Ph.D., R.D.
Extension Nutrition Specialist

IKL:MMP:psc

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, or sex, and is an Equal Employment Opportunity Employer.

Families on the Grow

ANSWERS TO THE QUESTIONNAIRE

Did you learn some new things about young children and eating that you hadn't thought about before? Most of us have some preconceived ideas about food for young children. Some of these were probably reflected in the answers you gave to the questionnaire. Look it over again – are there some answers you would change now?

Following are answers to the questionnaire. There are no right or wrong answers to questions 1 through 5. The responses given here are those that seem to agree best with modern philosophy of feeding young children.

1. AGREE	Large servings often discourage eating. Cleaning his plate spells success to him.
2. DISAGREE	Instead, serve wholesome desserts which boost the nutritive value of any meal. If the vegetables are not eaten, do not force or coax. Analyze why there may have been a problem and serve a small serving another time.
3. DISAGREE	Children soon learn that "reward" foods are to be coveted. This practice encourages a "sweet tooth."
4. DISAGREE	When your child is receptive, you will want to show him how to use utensils. However, it is best if he learns to use them at his own pace without coaxing. He will want to imitate adult ways.
5. DISAGREE	Forcing a child to eat may tend to foster the habit of overeating and to perpetuate a food dislike. A power struggle between parent and child may develop over eating which may encourage the child to refuse to eat more frequently. Instead, assume that the child has had enough to eat. Remove the plate, making no issue.

For questions 6 through 11 there are right and wrong answers that generalize for most children. Since children are individuals, some will be exceptions to the usual.

6. a and b

A C	pumpkin	A C	cooked pieces of winter squash
C	steamed cabbage	A C	sweet potatoes
C	whipped potatoes	C	raw green pepper strips
A	carrot sticks	A C	raw spinach leaves
	radishes	A	chopped cooked turnip greens
A C	collards		creamed onions
	raw turnip sticks	A C	kale

7. FALSE — Most children like fish provided it is mild flavored, moist, and tender.

8. FALSE — Nutritious snacks are an important part of daily eating for most preschoolers.

9. FALSE — Children under three generally prefer milk close to room temperature.

10. TRUE — Calorie and protein needs decline somewhat.

11. FALSE — Three (six-ounce) glasses of milk a day are ample to satisfy nutritive needs of preschoolers (other dairy foods may substitute for part of the milk). Avoid letting large amounts of milk replace needed meats, fruits and vegetables, breads and cereals.

Have you read the enclosures? They provide additional information that you will want to use.

Irene K. Lee, Ph.D.
Extension Family and Child
Development Specialist

Marjorie M. Phillips, Ph.D., R.D.
Extension Nutrition Specialist

IKL:MMP:psc

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, or sex, and is an Equal Employment Opportunity Employer.

Families on the Grow

ASSIGNMENT FOR LESSON IV

Name _____

Date _____

Return this to your County Extension Agent - Home Economics

1. Studying about small children helps you _____ yourself better.

2. Name three ways to help children grow.

3. All of us thrive in an atmosphere of _____.

4. List five ways of showing affection to children.

5. Did you learn some new ideas that you would like to try with your child(ren)? Place a check next to those ideas.

_____ Serve more finger foods

_____ Serve more Vitamin A fruits and vegetables

_____ Serve more raw vegetables

_____ Emphasize color and texture more in meal planning

_____ Plan more variety among foods served to my young child

_____ Serve smaller servings

_____ Create a more pleasant atmosphere making him feel a part of the group with a minimum of disciplining

_____ Serve sweet foods less frequently

_____ Try new techniques of introducing new foods

_____ Try a more comfortable way for my child to sit while eating

_____ Plan more ways for my child to help in preparing meals and serving himself

_____ Give him a choice of foods -- sometimes

_____ Worry less about what he eats and doesn't eat

6. Circle the two ideas above you feel are most important right now for improvement in your child's eating habits.

7. Have you taken the opportunity to share with others in your family about how adults "set the example" for eating habits the young child develops? Are you willing to cooperate by eating foods served without voicing negative opinions in the presence of the child? Do they appreciate the importance of serving nutritious foods to the young child?

YES SOMEWHAT NO

Irene K. Lee, Ph.D.
Extension Family and Child
Development Specialist

Marjorie M. Phillips, Ph.D., R.D.
Extension Nutrition Specialist

IKL:MMP:psc

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, or sex, and is an Equal Employment Opportunity Employer.

COOPERATIVE EXTENSION SERVICE
University of Arkansas Division of Agriculture, U. S. Department of Agriculture, and County Governments Cooperating

Families On The Grow

Correspondence Course

Lesson V

YOU ARE ON YOUR OWN

Objectives

AT THE END OF THIS LESSON, YOU WILL –

- Understand the importance of a good home in helping children develop their potential.
- Know ways of helping children feel good about themselves.
- Evaluate parenting skills necessary for helping children grow.

FOUNDATIONS FOR LIVING

The home is so important because it provides the best atmosphere for bringing up children. The capacity to relate to other people in a nurturing responsive way develops in homes where parents set the example. People need love and understanding at all stages of their lives. Little children need it most, because the kind of treatment they receive in their earliest years will influence what they become. People are human first, and then they are children or adults. If

humanness is not developed while growing to adulthood, the ability to parent will be limited. The child who grows up in an atmosphere of love and security believes the world is a friendly place and will love other people in return. The child who learns at home to distrust and fear others will find it difficult to do differently later in life.

Growing up in a warm, happy home is the best way yet found for young people to develop.

Children become what they are given. Read the following poem and see what this means.

CHILDREN LEARN WHAT THEY LIVE

Dorothy Law Nolte

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

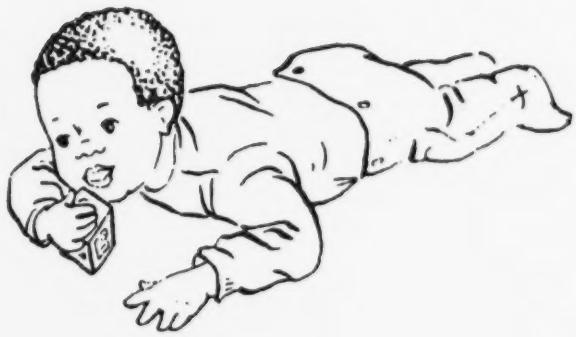
If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

It is within the family that children and adults have opportunities to love and be loved. It is within the family that children and adults develop their personhood. It is up to parents to give each of their children a chance to be the best person he can. A healthy self-concept is the best insurance that a child will develop self-confidence—a good feeling about who he or she is.

List some ways you can help children feel good about themselves.

There is a growing awareness today that effective and responsible parenting is not the automatic result of a man's and woman's ability to produce a child. Babies are not born with a handy book of directions. Parenting is a learned skill. All children have a right to have mature parents who understand themselves and their children. Giving children good physical care is one skill parents will need. Good nutrition provides the foundation for living.



By now you have established "super" eating habits by following suggestions in the first lessons; or if you haven't quite transformed your diet, you are aware of how to improve it.

Keep in mind that food is as essential to adults as it is to young children. While it's true that adults aren't growing as children are, adults need the same nutrients to keep their bodies in good working condition. The food you eat affects how you feel, how you look and how you function.

In the United States, there are so many foods to choose from. How can you be sure you and your family are eating the right combination of foods? The accompanying bulletin, "Food for Health and Fitness," was developed just for this purpose. By reading it carefully and referring to it often, you will gain reassurance in your daily food selection.

Pay particular attention to information that answers these questions:

- What are the main nutrients that each food group contributes?
- How many servings are needed each day from each food group?

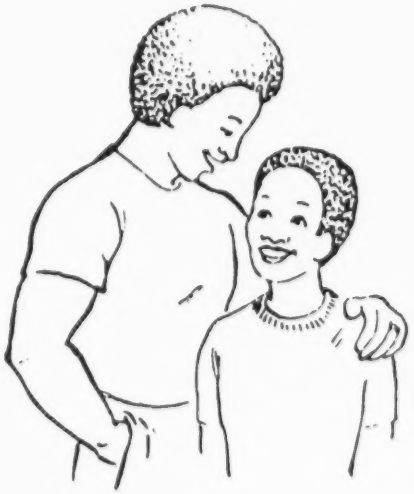
- What is the amount of food that counts as a serving from each of the food groups?
- What foods are rich in Vitamin A?
- What foods are good sources of Vitamin C? Fair sources?
- What foods can substitute for meat (beef, pork, lamb, fish, and poultry)?
- How large is a serving of each meat-alternate food?
- How does food affect our physical and mental well-being?

The more you use the bulletin, the easier it is to use and the more value it will have for you.

By choosing foods according to "Food for Health and Fitness," your family will usually get the nutrients needed.

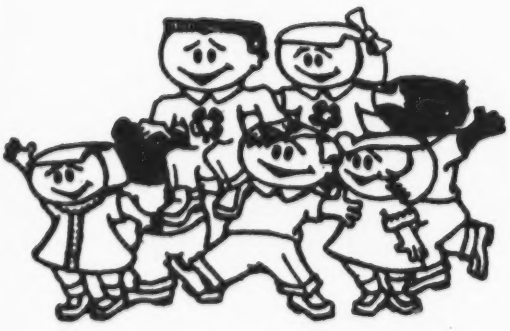
RELATIONSHIPS IN THE FAMILY

Babies are organisms who resemble their parents and other relatives. But, they're endowed with traits and potential capabilities that are peculiarly their own. Freedom to grow and to be the most possible is a birthright. Parental love that involves lots of stroking, hugging, and crooning is indispensable in the growth of healthy human beings. It is the only way to teach children to love themselves. You have to first love yourself before you are able to love others.



Parents cannot protect their children forever. Children will eventually resent over-protectiveness. Being ready to make sense out of and having strength to live in the world of a teenager or young adult is dependent on the quality of parenting that has gone before. Preparing children to live in their world, the world of tomorrow, means parents are prepared to help their children accept adult responsibilities.

Many parents have learned the secret of when to let go. It is important for the parents to adjust and continue to grow personally. Outside interests and relationships help one become a well-rounded person.



Relating to others begins in the home. Family relationships can be improved through communicating effectively with family members. Through talking things out, family members can grow in understanding and appreciation of each other. This helps to create a good home where individuals can achieve their potential.

One of the most vital needs of all children is to have the love of their parents. Parenthood is a partnership that must be shared if the child's basic needs are to be met. There are many satisfactions that come with children. In parenthood, a father and mother have the opportunity to share the love they feel for each other. They can gain a sense of their joint identity through

their children. Mature adults gain deep satisfaction from sharing and giving to meet the needs of helpless children. Through the guidance provided for children, parents experience the feeling that they have reached a goal.

To meet their responsibilities effectively, parents will need both emotional maturity and economic security. The experience of parenthood offers an opportunity to give and to receive unselfish love. The decision to have a family reflects a couple's basic values concerning human life. It gives them a chance to demonstrate in their day-to-day living the value they place on guiding a human life to its greatest personal, psychological, social, and spiritual potential.

Good families do not just happen. They grow with the love-in-action of every one of their members. They become strong through mobilizing their resources to meet family needs. They become good to live in as every member cares for every other member and communicates his feelings, loyalty, and affection and confidence. Your family living is yours to develop.

LET'S SUMMARIZE

The capacity to relate to others in a nurturing responsive way develops in homes where parents set the example.

Children become what they are given.

Parenting is a learned skill.

Good nutrition provides the foundation for living.

Irene K. Lee, Ph.D.
Extension Family and Child
Development Specialist

Marjorie M. Phillips, Ph.D., R.D.
Extension Nutrition Specialist

IKL:MMP:bcc

COOPERATIVE EXTENSION SERVICE
University of Arkansas Division of Agriculture, U. S. Department of Agriculture, and County Governments Cooperating

Families on the Grow

ASSIGNMENT FOR LESSON V

Name _____

Date _____

Return this to your county Extension agent - home economics.

1. What is meant by "people are human first, and then they are children or adults?"

2. Explain this statement: "Children become what they are given."

3. Do you agree that parenting is a learned skill? Why or why not?

4. Describe a parent you know who has been effective in helping children grow. Describe one who has hindered children's growth.

5. List any changes you have made in feeding your young child(ren) because of the things you learned in this course.

6. List any changes you have made in feeding the entire family because of the things you learned in the course.

Irene K. Lee, Ph.D.
Extension Family and Child
Development Specialist

Marjorie M. Phillips, Ph.D., R.D.
Extension Nutrition Specialist

IKL:MMP:bcc

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, or sex, and is an Equal Employment Opportunity Employer.

COOPERATIVE EXTENSION SERVICE
University of Arkansas Division of Agriculture, U. S. Department of Agriculture, and County Governments Cooperating

Families on the Grow

WHAT ARE YOUR OPINIONS?

We are interested in your reaction to the **Families on the Grow** Correspondence Course. Please fill out this sheet and return it to your County Extension Agent - Home Economics.

Thank you for telling us what you think about the correspondence course. Do not sign your name.

_____

Today's Date _____

Overall, I think the CORRESPONDENCE COURSE was:

_____ Excellent
_____ Very good
_____ Good
_____ Average
_____ Poor
_____ Very poor

I learned:

_____ A lot
_____ Some
_____ A little
_____ Very little
_____ Nothing

The CORRESPONDENCE COURSE will help me become a better family member and/or a better parent:

_____ I strongly agree
_____ I agree
_____ I am not sure
_____ I disagree

The part of the CORRESPONDENCE COURSE I liked best was:

The most important thing I learned was:

I shared with others:

As a result of the CORRESPONDENCE COURSE, I now:

_____ Follow the decision making steps to make better choices

_____ Understand myself better

_____ Know the responsibilities of parenthood

_____ Eat a well-balanced diet

_____ Prepare a well-balanced diet for my family

_____ Give children positive help rather than negative directions

_____ Accept responsibilities for my actions

_____ Talk and play more with my children or children in my care

_____ Make sure the family sits down together for some meals each day

_____ Give children small portions of food

_____ Make mealtime a happy time for my family

_____ Think about what is really important to me and my family before making decisions

_____ Help children feel wanted and loved

_____ Let children know they are valued

_____ Feel good about myself

_____ Practice self-control

Irene K. Lee, Ph.D., Family and Child Development Specialist, and
Marjorie M. Phillips, Ph.D., R.D., Extension Nutrition Specialist

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, or sex, and is an Equal Employment Opportunity Employer.